DOCUMENT RESUME

ED 405 663 EC 303 350

AUTHOR	Raver, Karen K.; Smith, Deborah J.
TITLE	A Guide for Disability Services: Eastern Washington University Faculty/Staff Handbook.
INSTITUTION	Eastern Washington Univ., Cheney. Disabled Student Services.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	94
CONTRACT	H-078-C-10015
NOTE	42p.; Videotapes are not available from ERIC. For student's guide, see EC 303 351.
AVAILABLE FROM	Continuing Education, Eastern Washington University, MS #162, Cheney, WA 99004 ($20 for each of two videos, prepaid, make checks payable to Continuing Education, Eastern Washington University).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Assistive Devices (for Disabled); Civil Rights Legislation; *Disabilities; Educational Legislation; *Employees; Equal Opportunities (Jobs); Federal Legislation; Higher Education; Job Applicants; *School Responsibility; *Student Personnel Services
IDENTIFIERS	*Americans with Disabilities Act 1990; *Eastern Washington University; Rehabilitation Act 1973 (Section 504)

ABSTRACT

This guidebook and accompanying videocassette address services for students, job applicants, and employees with disabilities at Eastern Washington University. The videotapes should be accompanied by each school's own training materials based on personal needs. The materials cover: (1) responsibilities of higher education related to legislative mandates, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; (2) reasonable accommodation procedures for academic programs, focusing on student, staff, and faculty responsibilities; (3) reasonable accommodation procedures for non-academic or non-employment related activities; (4) reasonable accommodation procedures for applicants and employees of Eastern Washington University; (5) examples of reasonable accommodations for people who are blind or partially sighted, are deaf or hearing impaired, mobility impaired, learning disabled, speech impaired, or chronically health impaired; (6) services and auxiliary aids; (7) evacuation procedures for persons with disabilities; (8) accommodations not required of the University; and (9) internal grievance procedures. The guidebook concludes with a list of approximately 70 handbooks/manuals, journals, newsletters, books, video/audio tapes, and other resources. (JDD)

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ED 405 663

EASTERN WASHINGTON UNIVERSITY FACULTY/STAFF HANDBOOK

A GUIDE FOR DISABILITY SERVICES

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EC 303350

This handbook was funded through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant No. H-078-C-10015) to Eastern Washington University. The opinions expressed are those of the author and should not be considered legal advice.

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I. RESPONSIBILITIES OF HIGHER EDUCATION RELATED TO LEGISLATIVE MANDATES

I. RESPONSIBILITIES OF HIGHER EDUCATION RELATED TO LEGISLATIVE MANDATES

Section 504 of the Rehabilitation Act of 1973

Congress passed **Section 504** of the Rehabilitation Act in 1973. It is considered the first "civil rights" legislation for persons with disabilities on the national level. It is designed to prevent discrimination against individuals with disabilities and provides that

> *No otherwise qualified individual with handicaps in the United States... shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...*
> *(29 USC §794)*

It is this legislative mandate that has promoted the development of disability support service programs in colleges and universities across the country over the last 15 years. It requires that institutes of higher learning make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students.

The Americans With Disabilities Act

The Americans with Disabilities Act (ADA) was signed into law in July 1990, but most provisions did not take effect until January 26, 1992 (i.e., public accommodations) and July 26, 1992 (i.e., employment provisions). It is patterned after Section 504 but it extends the civil rights protections of Section 504 to persons with disabilities in private sector employment, all public services, transportation and telecommunications.

General Requirements under the ADA

There must be no exclusion of persons with disabilities on the basis of disability. It is illegal to place caps on the admission of students with disabilities to institutions or to programs/activities that are open to the general population of (potential) students, however, students with disabilities are to be judged by the same admissions standards which apply to all students.

There may be no discrimination through contract. Neither public nor private entities may elude their responsibilities for compliance with the ADA by contracting out portions of their programs/activities to another entity.

Persons with disabilities are entitled to participate in the most integrated settings possible. If special programs are established, the individual with a disability may still choose to participate in the general program. Persons with disabilities have the right to refuse accommodation.

It is discriminatory to use eligibility criteria that screen out, or tend to screen out, an individual with a disability or a class of individuals with disabilities unless such criteria can be shown to be necessary to the provision of the activities or services. The institution may impose criteria that relate to safety risks but these criteria must be shown to be based on actual risk and not on stereotypes or assumptions about the abilities of people with disabilities. Institutions may not rule out the possibility that reasonable accommodations may allow a person with a disability to perform adequately.

The mandate to make reasonable modifications in policies includes the general necessity of altering existing rules to allow for the presence of service animals. A service animal is any guide dog, signal dog, service dog, or other animal that is individually trained to work or perform tasks for the benefit of an individual with a disability.

Public and private entities may not deny equal services, programs, or activities to an individual or entity because of the known disability of another individual with whom the first individual or entity has a relationship. For example, it would be discriminatory to deny space on campus for a student-initiated AIDS support group to meet because of fear of exposure to AIDS/HIV.

Surcharges cannot be imposed to cover the cost of compliance with the ADA solely on people with disabilities.

A public or private entity may not discriminate against an individual with a disability in the offering of examinations or courses relating to licensing or certification for educational, or trade purposes. This requires all private and public entities involved in licensure, certification, or credentialing programs to assure nondiscrimination for persons with disabilities by providing the same kinds of architectural and programmatic accommodations that federal recipients have followed under Section 504.

It is illegal for a public or private entity to refuse to serve persons with disabilities, or to serve them differently due to their disabilities, because its insurance company conditions coverage or rates on the absence of individuals with disabilities. This has been a frequent basis for exclusion in the past, and it is expressly prohibited under the ADA.

A public or private entity may not discriminate against an individual who has a record or past history of an impairment or has been misclassified as having an impairment. (i.e. past history of cancer, heart disease, mental or emotional illness).

Relevant Terms

A **person with a disability** is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.

• **physical impairment** means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic, and lymphatic, skin and endocrine;

• **mental impairment** means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities;

• **substantially limits** means unable to perform a major life activity, or sign significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people; the availability of some mitigating measure (such as a hearing aid) is not to be considered when determining if the disability substantially limits the individual;

• **major life activity** means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working;

The definition of a person with a disability under the ADA is almost identical to that of a person with a handicap under Section 504. The one piece of the definition that is slightly different regards the status of persons who illegally use drugs.

• **individuals who are current illegal users of drugs** are not protected under the ADA, however, addiction is considered a disability. Therefore, a person who is addicted to drugs but is not actively using drugs is considered a person with a disability and is protected by law. Section 504 has been changed to match the ADA regarding this exclusion of persons who are current illegal users of drugs. However, under Section 504, illegal users of drugs are still eligible for inclusion in health services provided by federally funded entities.

• **auxiliary aids and services** are required to ensure communication accessibility. Examples include (but are not limited to):

- Qualified interpreters, assistive listening systems, decoders, open and closed captioning, and TDD's

- Qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk
- Speech synthesizers, computer terminals, communications boards
- Acquisition or modification of equipment or devices

• **undue financial or administrative burden** - The ADA suggest the possibility that a public or private entity may refuse to provide auxiliary aids or services if it can be shown that providing accommodation will result in an undue financial or administrative burden. This is **defined as** an action requiring significant difficulty or expense;

• **equally effective communication systems** means that all written communications produced by the institution for use in any of its programs or activities must be available in formats other than print upon request; all announcements regarding campus programs and activities must include a statement inviting persons with disabilities to provide advance notification of accommodation needs.

Reasonable Accommodation Policies:

Accommodations that a University is required to provide for persons with disabilities can be categorized into the following areas:

1. Academic Accommodations for Students with Disabilities
2. Accommodations for Non-Academic and Non-Employment Related Activities
3. Employment Accommodations

Each of these areas applies to students (individuals currently enrolled in classes at EWU), faculty (all academic teaching ranks including term, tenure track, tenured, part-time), and staff (classified, administrative exempt) with disabilities. For students, the University must provide those reasonable accommodations that will allow equal access to all courses, services, and activities. For employees, the University is required to provide reasonable accommodations that will allow the employee to perform essential job functions. In addition, all college-sponsored programs and activities open to students, faculty, staff, and the public must be readily accessible to persons with disabilities. The department/program working with the individual requesting accommodative services is responsible for the cost of providing those services; however the Disabled Student Services Office will assist with meeting costs for student accommodations whenever possible.

The ADA Compliance Coordinator is available to provide technical assistance to **all** programs, services and activities relative to disability access. The Disabled

Student Services Office is available to assist faculty and staff with **student** accommodations, if the student has self-identified with a disability. The Disabled Student Services Office will work closely with all appropriate personnel on campus so that the student has an equal opportunity to fully participate in the system.

II. REASONABLE ACCOMMODATION PROCEDURES FOR ACADEMIC PROGRAMS

II. REASONABLE ACCOMMODATION PROCEDURES FOR ACADEMIC PROGRAMS

1. Requesting Reasonable Academic Accommodations:

A. Student must be admitted and/or enrolled in the University. This does not prohibit potential students from requesting information on programs, services, and activities.

B. Student is responsible for initiating contact with the Disabled Student Services Office. This office is located in Pence Union Building, Room 215 B, 359-6261 or 359-2293.

C. The University strongly suggests that students apply to the State Division of Vocational Rehabilitation Office (DVR) and/or other state agencies specific to the disability for funding for costly auxiliary aids (such as interpreters).

2. Documentation of Disability:

A. Student is responsible for providing documentation from a professional service provider to the Disabled Student Services Office that includes the description of the disability, names and results of tests administered (if appropriate), effect of the disability on student's ability to access university programs, services, and activities, and suggestions for specific accommodations that would provide equal access to University programs, services, and activities.

B. Documentation is kept in student's confidential file in the Disabled Student Services Office.

C. Diagnosis of disability and limitations are subject to verification by the University.

3. Accessing Reasonable Accommodations -- Students:

A. Responsibilities of Disabled Student Services Office:

1. Assessing, on a case-by-case basis, the effect of a student's disability on his/her ability to access programs, services, and activities **based on appropriate documentation.**

2. Identifying, **through documentation and discussion with the student,** the reasonable accommodations that the University will provide.

3. Establishing the procedures that outline a) student and University responsibilities, and b) set timelines for requests and delivery of reasonable accommodations.

4. Establishing service delivery programs to help faculty and staff accommodate the needs of students.

5. Providing reasonable accommodations to the student at no cost for those accommodations not funded by State agencies such as DVR and DSB.

B. **Responsibilities of Student Requesting Reasonable Accommodations:**

1. Making the appropriate persons on campus aware of his/her need for accommodations in a timely manner.

2. Working with the faculty and/or staff member to determine how the accommodation will be provided.

3. Following the policies and procedures established by the Disabled Student Services Office. Abuse of policies and procedures may lead to denial of accommodations.

C. **Responsibilities of Faculty and Staff:**

1. To be informed of the academic and programmatic standards established by the department and to make these available in written and alternative format.

2. To designate a contact person in each department/program to act as a contact person for students with disabilities who have concerns related to reasonable accommodation and the academic/programmatic standards established by the department/program.

3. To work with the student to determine the most effective way to make accommodation. **(see C. 4. A, following)**

4. To coordinate efforts re: student accommodations with the Disabled Student Services Office.

A. if a student with an identified disability has requested that faculty be notified, a letter will be sent to course professors each quarter verifying the disability and outlining appropriate and reasonable accommodations for the classroom.

B. if a student is eligible for alternative testing (extended time, oral testing, separate room, proctored testing), the student must contact the professor at the beginning of each quarter to discuss arrangements for special testing needs.

C. if a student with a disability does not need specific accommodations, but has a condition that may interfere with his/her coursework, the letter will explain this (examples: epilepsy, heart disease, cancer, diabetes, effects of medications prescribed, etc.)

D. if a student mentions a disability to the professor and a letter has not been received, the student has either not given the Disabled Student Services Office permission to notify professors or may not know there are services available and has not self-identified. The professor should then refer the student to the Disabled Student Services Office to self-identify and receive assistance. **NOTE:** The University is not required to provide accommodations to students who have not self-identified and provided documentation of disability.

5. To provide the accommodation. If, for any reason, a faculty or staff member decides not to utilize the Disabled Student Services program to accommodate the student, then the faculty or staff member assumes responsibility for providing the accommodation.

III. REASONABLE ACCOMMODATION PROCEDURES FOR NON-ACADEMIC OR NON-EMPLOYMENT RELATED ACTIVITIES

III. REASONABLE ACCOMMODATION PROCEDURES FOR NON-ACADEMIC OR NON-EMPLOYMENT RELATED ACTIVITIES

1. It is the responsibility of the EWU employee who oversees the program, activity or service to:

A. ensure that all notices, flyers, advertisements, posters, brochures, etc., publicizing the program, service or activity include a reasonable accommodation statement. For example, "Persons with disabilities may make arrangements for reasonable accommodations by calling (NAME OF CONTACT PERSON) at (PHONE NUMBER) by (DEADLINE FOR REQUESTING ACCOMMODATION).

B. ensure that registration/application forms, etc., include non-discrimination on the basis of disability and reasonable accommodation statements.

C. ensure that all information provided on a general basis is available in alternative formats, if requested.

D. ensure that the facility where the program, service, or event is held is accessible.

E. work with the person of disability to determine the most appropriate and reasonable accommodation.

F. ensure that the accommodation is provided. (The cost of providing reasonable accommodations should be considered when planning a program, service, or activity).

2. Integration Into Campus Life Activities:

A. It is important that persons with disabilities be included in those activities and events that are considered a part of college life. Access to clubs, organizations, sororities, fraternities, intramural sports, recreational facilities, fine arts presentations, athletic events, and other University-sponsored programs are vital to the feeling of inclusion, acceptance and building of self esteem. It is the responsibility of the EWU students or employees who oversee these campus activities to ensure that policies and procedures do not discriminate on the basis of disability.

3. **The Disabled Student Services Office and the ADA Compliance Coordinator can provide technical assistance in:**

A. assessing the effect of a person's disability on the program, service, or activity.

B. identifying the appropriate accommodations to be provided.

C. identifying resources to reproduce print in an accessible media, facilitating the provision of sign language interpreters and/or other auxiliary aids.

IV. REASONABLE ACCOMMODATION PROCEDURES FOR APPLICANTS AND EMPLOYEES OF EASTERN WASHINGTON UNIVERSITY

IV. REASONABLE ACCOMMODATION PROCEDURES FOR APPLICANTS AND EMPLOYEES OF EASTERN WASHINGTON UNIVERSITY

1. **Persons with disabilities who have applied for employment or who are currently employees of the institution must be protected from discrimination in the interviewing and hiring processes as well as on the job. EWU Human Resources, Environmental Health and Safety, and ADA compliance personnel are trained in the policies covering such areas as:**

- pre-recruitment and recruitment practices,
- pre-employment testing,
- pre-employment inquiries,
- hiring practices,
- post-employment offers,
- provision of accommodations such as job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, provision of readers or interpreters, allowance of service animals in the workplace, etc. which will afford an individual with a disability a means for performing the essential functions of their job.

2. **Accessing Reasonable Accommodation -- <u>Faculty and Staff:</u>**

A. Faculty and staff requesting accommodations for a disability should make appropriate persons on campus aware of their disability and needs in a timely manner.

Faculty -- notify academic department chair and/or dean
Staff -- notify academic department chair, program supervisor, and/or Human Resources

B. Written documentation of the disability from a professional service provider must be on file in the appropriate office:

- if the faculty or staff member provided documentation of a disability upon employment with the University, this documentation will be on file in either Human Resources or Academic Affairs.

- if the faculty or staff member is disabled on the job, the Environmental Health and Safety Office will be involved with acquisition of documentation.

- if the faculty or staff member did not self-identify or provide documentation upon employment, but has a disability and finds that accommodations are necessary, they will need to provide documentation to the department or program for which they work.

C. Department chairs and program supervisors are urged to seek assistance from the ADA Compliance Coordinator, Human Resources personnel, Academic Affairs Office and the individual with the disability to identify appropriate and reasonable accommodations for faculty and staff requesting them.

D. It is the responsibility of the department or program for which the individual with a disability works to provide reasonable accommodations for that individual and to encumber the costs of the accommodations, if any.

Questions regarding employment practices and accommodations should be **initially** directed to the Office of Human Resources at 359-2381 (voice), 359-4207 (TDD).

V. EXAMPLES OF REASONABLE ACCOMMODATIONS

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For Persons Who Are Blind Or Partially Sighted:

The major obstacle facing individuals in academia who are blind or partially sighted, whether in the classroom or on the job, is access to printed and visual materials. It is vitally important in any setting to facilitate the individual's ability to assimilate material presented in these forms. The following are suggestions for procedures that can be very helpful.

- availability of class materials or job materials in alternative format (braille, audio cassette, enlarged print)
- materials to be enlarged are best if printed with black lettering on white paper
- allowance of service animals in the classroom and work setting
- tape recording of class lectures, group discussions, meetings, etc.
- modification of testing (home exams, testing orally or by audio tape, provision of scribe, provision of special testing room)
- allowance for additional time for in-class or employment projects and lengthy assignments
- provision of information re: text to be used as early as possible so student can arrange to have text read on audio tape
- recitation of all materials written on an overhead or board (precise and full descriptions extremely helpful -- includes graphs, charts, maps, etc.)
- when demonstrating, describe process as concretely as possible, using examples when appropriate. Tactile experiences should be provided when possible.
- when showing videos, assignment of a sighted person to describe actions taking place
- provision of adaptive devices (computer enhancements -- screen magnification, voice output) at worksite and in campus computer labs.
- assignment of sighted person to functions requiring visual acuity.

For Persons Who Are Deaf Or Hearing Impaired:

There are many forms and degrees of hearing impairment and individuals experiencing this type of disability usually must rely on forms of communication other than just speech (i.e., American Sign Language, lip reading, writing, cued speech, fingerspelling). Auditorily-impaired individuals rely heavily on visual cues. Accommodations in the classroom and on the job which benefit individuals who are deaf or hearing impaired may include:

- provision of course outline/job description and duties early in the quarter or in employment
- a list of new vocabulary of specialized terminology early in the quarter or in employment
- if requested, provide assistance with identification of a notetaker who takes complete, organized, and legible notes for classes, meetings
- provide individual with a copy of lecture notes/meeting notes, presentations
- preferential seating that allows individual to be close to speaker, but observe the class/presentation as well
- when speaking, directly face individual and speak clearly, keeping hands and other objects away from mouth
- repeat questions or comments made by other individuals in the class/work setting who are not in the hearing impaired student's direct line of vision
- allow interpreter to sit or stand so that student/employee can observe both professor/speaker and interpreter
- write important information on the board or overhead
- avoid standing in front of windows or sources of bright light
- hearing impaired individuals may be using a listening device. These devices require the professor/speaker to wear a small microphone during classes/meetings.
- provision of adaptive devices in the work setting or at certain campus locations such as a TDD (Telecommunication Device for the Deaf), FM or Infra-Red Assistive Listening equipment, computer enhancement such as See-Beep, visual alarms systems, closed caption devices.

For Persons With Mobility Impairments:

Mobility impairments are many and varied and they may be permanent or temporary. Aids utilized by individuals with mobility impairments are equally as varied and include wheelchairs, crutches, canes, leg braces, walkers. The major concern of a person with a mobility impairment is physical accessibility to the programs and services offered by the institution and to the work site. Barriers may include stairs, curbs, narrow doorways, inadequate space, and doors which close too quickly and they may include the individual's own mobility limitations (slow pace, limited hand motion or dexterity, inability to sit or stand for long periods). It is important to work with the individual to determine what modifications will be needed to allow him/her to fully participate in the learning/work experience. Accommodations that should be considered for a person with a mobility impairment include:

- relocation of classroom/job to accessible location if necessary
- relocation of meeting place if office is inaccessible to students/employee
- alternative testing arrangements, such as a person to act as a scribe, extended testing time, use of oral testing procedures, rescheduling of test to a different day, allowing individual to take test at home
- if requested, assist individual to identify notetaker in class/meetings who can take complete, organized, and legible notes
- not penalizing students/employees for being late to class/work or for missing class/work due to disability (job restructuring, modification of work schedule)
- assignments of an assistant for help with lab or field work, or for work-related duties
- when speaking with an individual who uses a wheelchair for more than a few minutes, sit down if possible so that eye contact can be maintained easily
- provision of adaptive devices in certain campus locations and on the job site (computer enhancements, adjustable furniture, etc.)

NOTE: Don't assume assistance is automatically required. Offer assistance, but do not insist.

For Persons With Learning Disabilities:

A learning disability has been described as a disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information and is commonly recognized as a significant deficit in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or problem solving. By the time persons with learning disabilities reach college or the job market, many have developed compensatory strategies for processing information; however, these strategies vary widely from individual to individual. It should be noted that individuals who come from divergent cultural and language backgrounds or who may not have had the opportunity to develop good basic skills, may exhibit many of the oral and written behavior attributed to learning disabilities. These individuals are not necessarily learning disabled. It is important, therefore, that persons exhibiting questionable learning behaviors be tested by a professional service provider to ascertain the origin of these behaviors.

Examples of Manifestations of a Learning Disability Include:

- difficulties in sequencing
- omitting words or entire lines
- memory problems
- discrimination problems (perceptual differences in two like symbols, sounds, objects)
- frequent spelling errors (omissions, substitutions, transpositions)
- difficulty with sentence structure (incomplete sentences, run-ons, poor grammar)
- difficulty organizing thoughts on paper
- poor penmanship
- inability to copy correctly from book or blackboard
- difficulty in orally expressing concepts that seem to be understood
- trouble telling a story in proper sequence
- difficulty speaking grammatically correct English
- incomplete mastery of basic mathematics

- number reversal (123 to 321 or 231)
- difficulty comprehending word problems
- confuses operational symbols, especially + and x
- difficulty understanding mathematical concepts and applications
- difficulty with organizational and study skills
- time management problems
- difficulty taking tests
- trouble focusing and sustaining attention
- easily distracted by outside stimuli

Suggestion for Classroom and Job Accommodations for Students with Learning Disabilities:

- provide detailed course syllabus prior to beginning of quarter
- clearly spell out expectations such as grading, material to be covered, due dates, job expectations and requirements
- start each class lecture or job-related meeting with an outline of the material to be covered and summarize at the end of that period
- provide alternative testing arrangements such as extra time, oral testing, use of reader or scribe
- break tasks into small components if necessary
- utilize multiple modes for learning when teaching -- visual, auditory, kinesthetic
- encourage individual to ask questions to be sure material is understood
- if requested, provide information on textbook to be used in timely manner so student can obtain book on audio tape
- provide job-related materials in alternative media if requested
- if requested, assist individual in identifying a notetaker from the class/work site who can take complete, organized, and legible notes of classes, meetings

- allow the use of a tape recorder in classes/meetings
- allow extra time to complete lengthy assignments/work projects
- provide computer enhancements such as spell-check, grammar-check
- make references such as dictionary, thesaurus available at work site
- assign a proofreader for class papers/written work assignments

For Persons With Speech Impairments:

Speech impairments consist of a wide range of problems from articulation difficulties to total lack of vocalization. Individuals experiencing speech impairment may be reluctant to ask questions, present materials, or exchange dialogue in a class setting. The professor/supervisor must be especially conscious of accepting and responding to all appropriate attempts at communication. Accommodations include:

- resisting temptations to complete words or phrases and always speak naturally
- allowing alternative arrangements in lieu of oral reports, presentations, and exams
- allowing individual to carry a fair share of the class/meeting discussion
- asking individual to repeat words or phrases if speech is not clear or asking him/her to submit these in writing

For Persons With Chronic Health Conditions:

Some chronic health conditions can affect the way a person functions in the classroom or work setting. These conditions include diabetes, epilepsy, arthritis, fibromyalgia, cancer, severe allergies and asthma, multiple sclerosis, heart disease, renal disease, mental and emotional disorders, and others. Individuals with chronic health conditions may also be taking prescription medications which may influence their ability to function well in an academic/work setting, or their symptoms may fluctuate from time to time. Yet other conditions may affect major life activities, but only on a temporary basis, such as a fracture or other unexpected injury or illness. The individual and professor/supervisor may need to discuss academic/work adjustments in reading assignments, labs, homework, reports, exams, job duties in such situations.

VI. SERVICES AND AUXILIARY AIDS

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When a person self-identifies with a disability, some kind of auxiliary aid or service is often necessary so that the individual may enjoy an equal opportunity to participate in the university's programs, services, activities, and employment market. The provision of these aids are coordinated through the Disabled Student Services Office for academic needs and through the appropriate department/program for employment needs. The following are examples of the types of auxiliary aids and services that can be provided:

- notetakers, scribes, proofreaders
- qualified interpreters (qualified interpreters must be able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary)
- readers, taped texts, NCR paper
- adapted equipment for persons with manual and sensory impairments (CCTV, voice synthesis, voice recognition, computer screen magnification, scanners)
- equipment loans (FM listening devices, tape recorders)
- communication devices for the deaf (TDDs), phone amplifiers, closed caption devices, decoders
- modification of credit requirements for financial aid eligibility
- modification of job or class schedules
- restructuring of job
- physical accessibility to all programs, services, and activities (buildings, routes, parking, adequate signage, restrooms, etc.)

Please note, however, that while it **is not** a requirement to modify physical facilities which were erected prior to 1977 and are not scheduled for major renovation, it **is** a requirement of both Section 504, the ADA, and WAC to make programs, services, and activities residing in those buildings accessible in their entirety. **This means that classes may need to be relocated or activities moved to an accessible room or location, that entire programs may need to be relocated to an accessible facility, that faculty/staff offices may need to move to or that a common office space or meeting room be set up on the first floor of a building that is inaccessible beyond the main floor. In these situations, it is the responsibility of the department or program affected to make their services accessible.**

VII. EVACUATION PROCEDURES FOR PERSONS WITH DISABILITIES

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Each building with regular occupants should have a fire safety/disaster plan for evacuation during an emergency. For classrooms, the *instructor is responsible* for students during the class session. The following considerations can be used by each professor in preparing for an emergency evacuation during the class sessions.

Visually Impaired Persons

Most visually impaired persons will have some familiarity with the building. In the event of an emergency, tell the person the nature of the emergency and *offer to guide her/him to the nearest emergency exit*. Have the person take your elbow and escort her/him. As you walk, tell the person where you are and advise of any obstacles. When you have reached safety, orient the person to where she/he is and ask if any further assistance is needed.

Hearing Impaired Persons

Although some buildings are equipped with flashing light alarms, most have sound alarms. Persons with impaired hearing may not perceive emergency alarms; they must be warned. Two methods are:

1. Writing a note explaining the emergency and the nearest evacuation route. For example, "Fire -- out rear door to the right and down. Now !"

2. Turning light switch on and off to gain attention, then indicating through gestures or in writing what is happening and what to do.

Persons Using Crutches, Canes, or Walkers

Such persons should be treated as if they were injured persons for evacuation purposes. Carrying options include using a two person lock arm position or having the person sit in a study chair, preferably one with arms.

Non-Ambulatory Persons

Most non-ambulatory persons will be able to exit safely without assistance if on the ground floor. Some people have minimal ability to move and lifting them may be dangerous to their well being. *Always consult the person as to his/her preference* with regard to:

- Ways of being removed from a wheelchair.

- The number of people necessary for assistance.

- Whether a seat cushion or pad should be brought along with him/her if he/she

is removed from the chair.

- Being carried forward or backward on a flight of stairs.

- After-care if removed from a wheelchair, i.e. whether a stretcher, chair with pad, car seat or paramedic assistance is necessary.

Special Considerations for Wheelchairs

Wheelchairs have many movable or weak parts which may not withstand the stress of lifting. Some people in wheelchairs may have electrical artificial respirators attached. They should be given priority assistance if there is smoke or fumes, because their ability to breathe may be seriously jeopardized. For some people, it may be necessary to support the neck and head. If the wheelchair is left behind, remove it from the stairwell and place it so it does not block others. Remove the batteries from a power wheelchair before attempting to transport it. Make sure the foot rests are locked and the motor is off. If a seat belt is available, secure the person in the chair before carrying the person. If carrying a person more than three flights, a relay team arrangement may be necessary.

Emergency Evacuation Instructions for Persons with a Disability

When possible, disabled persons should prepare for emergencies ahead of time by learning the locations of exist corridors and stairwells. They should also show the instructor and classmates how to assist her/him in case of emergency.

People in wheelchairs and other disabled persons should be instructed in the following:

- All persons shall move toward the nearest marked exit. As a first choice, the wheelchair occupant or other disabled person *may* attempt to use the elevator [except in the case of fire or earthquake].

- As a second choice, when a wheelchair occupant reaches an obstruction, such as a stairway, she/he should request assistance from others in the area.

- If the choices above are not successful, the wheelchair occupant or other disabled person should stay in the exit corridor or on the landing in the smoke tower stairwell. He/she should continue to call for help until rescued. Persons who cannot speak loudly should carry a whistle or have other means for attracting the attention of others. Rescue personnel [Fire or Police] will first check all exit corridors and exit stairwells for any trapped persons.

Sources: Cogley, J.G. (1984), Everest, Jennings. (1976).

VIII. ACCOMMODATIONS NOT REQUIRED OF THE UNIVERSITY

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- provision of attendants for personal care and use
- individually prescribed devices (eyeglasses, wheelchairs, hearing aids, home computers, guide dogs, etc.)
- readers for personal use or study
- academic tutorial services (unless offered to all students)
- transportation services (unless provided to all students or employees)
- auxiliary aids or services if such provision would fundamentally alter the nature of the program or if the academic/job requirements are essential to the program of study, to meet licensing requirements, or to complete essential functions of the job.
- accommodations to otherwise-qualified applicants/employees with disabilities that would pose an undue financial and/or administrative hardships on the operation of the University's program.

"Undue hardship" is defined as "an action requiring significant difficulty or expense" when considered in light of a number of parameters such as the nature and cost of the accommodation in relation to the size, resources, nature, and structure of the public entity (in this case, EWU). In general, the larger the overall facility, the greater effort or expense is required to make accommodation. "Undue hardship" is subject to severe scrutiny and the burden of proof rests entirely with the public entity. The decision that compliance would result in a burden must be made by the head of the public entity or his/her designee after considering all available resources, and justification must be submitted in writing to the regulatory agency involved in the investigation (OCR, EOC, Department of Justice).

IX. INTERNAL GRIEVANCE PROCEDURE

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An ADA/504 Grievance Committee has been established for the purpose of informal but thorough investigation of internal complaints of discrimination on the basis of disability. Should an individual with a disability wish to file an internal complaint, the following criteria must be followed:

1. Complaints should be addressed to the ADA Coordinator, Eastern Washington University, who will then distribute the complaint to the Grievance Committee.

2. Complaints should be filed within 90 days after the date of the alleged violation.

3. Complaints must be submitted in writing, and should contain the name and address of the individual or representative filing the compliant, should describe the university's alleged discriminatory action in sufficient detail to inform the ADA/504 Grievance Committee of the nature and date of the alleged violation, and must be signed by the complainant or his/her authorized representative.

Copies of the grievance procedure in its entirety are available from the ADA Compliance Coordinator/Disabled Student Services Coordinator, Pence Union Building, Room 215 B, 359-2293.

X. REFERENCES

X. *REFERENCES - Available in Disabled Student Services Office*

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